



**School Committee
Meeting Book**

**September 21, 2016
7:00 pm**

**Town Hall
Selectmen's Meeting Room**



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

AGENDA September 21, 2016 7:00pm Town Hall—Selectmen's Meeting Room

Items

Suggested time allotments

I.	Public Participation	
II.	Chairperson's Report & Members' Reports	
III.	Superintendent's Report	
IV.	Time Scheduled Appointments:	
	A. SHS Student Advisory Committee: Report	7:10 – 7:25
	B. SHS Reporting of Class Rank to Colleges & Universities: Report	7:25 – 7:50
	C. Grant from State Treasurer's Financial Education Innovation Fund: Vote	7:50 – 7:55
V.	Curriculum	
VI.	Policy	
	A. Statewide Ballot Question on Charter School Expansion: Discussion	7:55 – 8:20
VII.	Finance & Operations	
	A. Transportation: Annual Report	8:20 – 8:45
	B. Video Surveillance Expansion: Vote	8:45 – 9:10
VIII.	Old Business	
IX.	New Business	
	A. Superintendent's Interim Goals: Vote	9:10 – 9:20
X.	Approval of Minutes	9:20 – 9:25
XI.	Executive Session	
XII.	Adjournment	9:25

Next regular meeting: October 5, 2016



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: I Public Participation

MEETING DATE: 9/21/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear thoughts and ideas from the public regarding the operations and the programs of the school system?

BACKGROUND INFORMATION:

Copies of the policy and procedure for Public Participation are available to the public at each School Committee meeting.

ITEM NO: II. Chairperson's Report/Members' Reports

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Chairperson of the School Committee and other members of the School Committee who may wish to comment on school affairs?

BACKGROUND INFORMATION:

This agenda item provides an opportunity for the Chairperson and members of the Shrewsbury School Committee to comment on school affairs that are of interest to the community.

STAFF AVAILABLE FOR PRESENTATION:

School Committee Members
Ms. Sandra Fryc, Chairperson
Dr. B. Dale Magee, Vice Chairperson
Mr. Jon Wensky, Secretary
Ms. Erin Canzano, Committee Member
Mr. John Samia, Committee Member

ITEM NO: III. Superintendent's Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from Dr. Joseph M. Sawyer, Superintendent of Schools?

BACKGROUND INFORMATION:

This agenda item allows the Superintendent of the Shrewsbury Public Schools to comment informally on the programs and activities of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

ACTION RECOMMENDED FOR ITEMS I, II, & III:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **IV. Time Scheduled Appointments:** MEETING DATE: **9/21/16**
A. SHS Student Advisory Committee: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report from the Shrewsbury High School Student Advisory Committee?

BACKGROUND INFORMATION:

1. Under the Massachusetts Education Reform Act, school districts are required to have a Student Advisory Committee (SAC), consisting of five high school students who are elected by the student body. The SAC is required to meet with the School Committee during the year to review various issues of concern to the student body. Mr. Andrew Smith, SHS social sciences teacher, serves as the faculty advisor to the SAC.
2. The agenda for the SAC report is enclosed.
3. Mr. Wensky is the School Committee liaison to the SAC.

ACTION RECOMMENDED:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:

Mr. Andrew Smith, SHS Teacher and Faculty Advisor to the SAC
Mr. Todd Bazydlo, SHS Principal
Benjamin George, Student, Class of 2018, SAC Chair
Vikram Pathalam, Student, Class of 2017
Mark Bray, Student, Class of 2017
Maya McCollum, Student, Class of 2018
Prisha Singh, Student, Class of 2019

Student Advisory Committee
Agenda for the School Committee meeting on September 21, 2016

I. School Year Kickoff

The students of Shrewsbury High School are experiencing both continuity and change as the 2016-17 school year begins. There have been numerous meetings so far to make sure that the school year starts off on the right foot.

- a. Freshman Orientation, iPad Distribution, and the MVP Program
- b. First Day Homeroom and Class Meetings

II. New Students at SHS

In addition to a record number of Freshmen enrolled, a large number of students that are new to Shrewsbury Public Schools are now attending the High School. The rising student population poses new challenges and encourages thoughtful solutions.

- a. Growing Population at SHS
- b. NEAT and New Students

III. Upcoming Events

Shrewsbury High School students began the year with both academic and extracurricular activities. Even in the first few weeks of school there have been many events to promote both class and school pride.

- a. Class Spirit
 - i. Spirit Week
 - ii. Senior Events
 - iii. Homecoming

Thank you for your continuous support of the SAC.

Respectfully submitted,

Benjamin George
Chairperson

Vikram Pathalam, Mark Bray, Maya McCollum, Prisha Singh
SAC Members



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: IV. Time Scheduled Appointments: **MEETING DATE: 9/21/16**
B. SHS Reporting of Class Rank to Colleges & Universities: Report

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the Reporting of Class Rank to Colleges & Universities by Shrewsbury High School?

BACKGROUND INFORMATION:

Shrewsbury High School convened a faculty study group on class rank, which met during the 2015-2016 school year to investigate the use of class rank as it relates to college admission. The committee specifically looked to determine how admissions offices use class rank in granting student admission to college/university, and to further determine if reporting class rank to colleges and universities could be detrimental to the admissions success of SHS students.

After reviewing the current trends in class rank reporting throughout Massachusetts high schools, examining acceptance guidelines at private and public colleges and universities, and, gathering student, faculty, and community feedback, the study group came to the conclusion that Shrewsbury High School should eliminate the practice of reporting class rank to colleges and universities.

ACTION RECOMMENDED:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Todd Bazydlo, Principal, Shrewsbury High School
Nya Huynh, Director of School Counseling
Michael Carpentier, Social Science Teacher

Shrewsbury High School

Class Rank Committee

Report

Fall 2016

Class Rank Committee:

Todd Bazydlo, Principal

Liza Trombley, Director of English

Nga Huynh, Director of School Counseling

Heather Thompson, Latin Teacher

Matt Brown, History Teacher

Michael Carpentier, History Teacher

Jennifer Cuddy, Chemistry Teacher

Kathy Floyd, School Counselor

Susie Eriole, School Counselor

Tracy Calabresi, Instructional Technology Teacher

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- VII. Impact on Scholarship Considerations**
- VIII. Social and Emotional Implications Associated with Class Rank**
- IX. Conclusion**

I. Summary

The class rank study group met during the 2015-2016 school year to investigate the use of class rank as it relates to college admission. The committee specifically looked to determine how admissions offices use class rank in granting student admission to college/university, and to further determine if calculating class rank could be detrimental to the admissions success of SHS students.

After reviewing the current trends in class rank reporting throughout Massachusetts high schools, examining acceptance guidelines at private and public colleges and universities, and, gathering student and community feedback, we have come to the conclusion that Shrewsbury High School should eliminate the practice of reporting class rank to colleges and universities.

The Class Rank Committee conducted research of over thirty comparable public and private high schools in Massachusetts to better understand their rationale for doing away with class rank or continuing to report class rank. Our research revealed that no private school studied, calculated or reported class rank to colleges or universities. The Committee also found that the vast majority of comparable public schools have moved away from reporting class rank, and most have done so in the last fifteen years. Additionally, seven of the top ten schools in Massachusetts, (as ranked by *US News and World Report*), did not report class rank. While our findings do not indicate a causal link between the elimination of class rank and high-performing high schools, there is a growing trend of schools moving away from the practice.

College and university admissions offices are accepting of the move away from the reporting of the class rank metric. The Class Rank Committee contacted over fifteen colleges and universities to ascertain the importance of class rank in a student's application. In addition, the Committee examined numerous reports from the National Association of College Admissions Counseling (NACAC) to reveal national trends. Based on the research conducted, none of the colleges

contacted stated that class rank was required, and only a few stated that they preferred to have access to the metric. The resounding message from the colleges was the absence of student's class rank on a transcript would not diminish a student's chances of being admitted. In fact, the Committee found that some colleges and universities indicated nearly two-thirds of admitted students came from schools that did not report class rank. These findings are supported by the information presented in several annual NACAC reports. The most recent "State of College Admission" survey indicated the importance of class rank as a "considerable" criterion for college admissions fell from a high of 42% in 1993, to a low of 15.2% in 2013. Instead of admissions being significantly based on one metric, colleges are moving toward an increasingly holistic approach to admissions. The overwhelming trend in college admissions is the decreasing importance of class rank as an important factor in college admissions.

In addition to conducting research, the Class Rank Committee also sought feedback from students and the Shrewsbury community. Upon reviewing the Committee's findings, the SHS School Council concurred that eliminating class rank would lead to increased acceptance to colleges and universities. In early March, students were surveyed to gather their opinions on the importance of reporting class rank and its potential elimination. The survey revealed that an overwhelming majority (70%) of the student body favored an end to the practice of reporting class rank to college and universities. The strongest support (75%) came from the class of 2017, who would be most immediately impacted by a change in practice. The research and findings of the Committee's work were presented to parents at an open forum meeting one evening in April. The discussion about the elimination of class rank and its impact on college admission provided parents a greater understanding of the reasoning behind the proposed shift and garnered support of this recommendation.

II. Methodology:

Over the course of the 2015-2016 school year, the class rank study group met monthly and conducted research on the following:

1. Past and current class rank reporting practices at SHS
2. The issues associated with reporting class rank
3. College admissions office use of class rank
4. College admissions office views on the importance of class rank
5. Comparable high schools' practices for reporting or not reporting of class rank
6. Student, staff, parent, and community perception and understanding on the use of class rank and the benefits of reporting vs. not reporting

1. Past and Current Practice

Prior to the 2006-2007 school year, Shrewsbury High School numerically ranked students on the final transcript. A student's exact class rank was listed (For example the valedictorian's transcript read: *1 out of 400*, the salutatorian's transcript read: *2 out of 400*, and so on down the line). During the 2006-2007 school year, the SHS administration made the decision report a

student's percentile rank, as this was the trend and the expectation of colleges and universities at that time.

Shrewsbury High School's current class rank policy:

Students' official percentile rank is based on a weighted grade point average according to the table below. Percentile rank is calculated at the end of the sixth semester (end of junior year). It is recalculated at the end of the seventh semester (middle of senior year) and eighth semester (end of senior year). Only those classes taken at Shrewsbury High School are included in class rank; students must be enrolled at Shrewsbury High School for at least two consecutive semesters to be included in class rank. Class rank is calculated from the total number of quality points a student earns. The grade received in a course and the level of the course determines quality points. All classes in grades 9-12 are counted toward a student's GPA.

Shrewsbury High School currently reports class percentile rank in two ways. A percentile rank appears on the student's transcript. Additionally, school counselors report a decile rank for each student on the Secondary School Report, sent to colleges with their application materials.

Course Level/Values and Weight Table

Course Levels/ Quality Points			
Grade	AP	Honors	A- Level
A+	5.7	5.2	4.7
A	5.3	4.8	4.3
A-	5	4.5	4
B+	4.7	4.2	3.7
B	4.3	3.8	3.3
B-	4	3.5	3
C+	3.7	3.2	2.7
C	3.3	2.8	2.3
C-	3	2.5	2
D+	2.7	2.2	1.7
D	2.3	1.7	1.3
D-	2	1.5	1
F	0	0	0

2. Issues associated with Class Rank:

Class rank is designed to compare the success of one student to the success of another student within his own class and school. Colleges, however, frequently use class rank to compare students from different schools. This cross-school comparison assumes that all schools are equal

in terms of rigor, school programming, and student performance. This is frequently not the case. For example, a student from Shrewsbury High School may be in the top 30% of his class while a student from a neighboring town's high school with the same GPA might be in the top 20% of his class. Students from Shrewsbury High School may have a lower class rank than a student from a neighboring high school, but a higher GPA. This is problematic when applying to colleges that use a formulaic approach to admissions decisions. While class rank does not automatically grant admittance to a college or university, it can automatically eliminate a student from consideration for admission, or admission to a special program within the college or university, such as an honors college or specialized major/program. For example, a student who looks to seek admission to an honors program must be in the top 10% of his graduating class. A student in School A could be in the top 10% of their class have a 3.7 GPA, while a student in school B could have a 3.9 GPA, but be ranked in the top 15% of the class. Colleges and Universities can and have used student rank as a sorting mechanism to eliminate potentially qualified candidates without consideration for the strength of a school's program or relative strength of the student body.

Because of the savvy nature of Shrewsbury High School students and parents, reporting class rank forces families to consider class rank when making educational decisions like selecting classes. The committee believes that not reporting class rank to colleges and universities would allow students to explore a greater variety of course offerings at the high school and allow interest to be the guiding force in that decision, rather than the impact it would have on one's class rank.

3. College Admissions Offices Use of Class Rank

College/University	Is class rank required for admission?	Relevant information
Cornell University	No	72.5% of admitted students did not provide rank
University of Vermont	No	63% of admitted students did not provide rank
Brandeis University	No	Well over half of admitted students did not provide rank
Columbia University	No	'Columbia uses a holistic review process when evaluating applicants for admission; admission to Columbia is not based on a simple formula of grades and test scores.'
University of Connecticut	Like to see it	Rigor of transcript is used first, then grades in those courses. Some kind of grade distribution is helpful for determining scholarship and Honors College qualification
Brown University	Like to see it	If rank is not provided, a grade distribution chart is beneficial and would be used when reviewing an applicant
Boston College	No	Rank is only looked at in the context of that student's school. 'Plenty of our applicants come from schools that do not provide rank'. Rigor of transcript and grades are paramount. Test scores next.
Assumption College	No	60% of admitted students did not provide rank
Northeastern University	No	Performance in high school is the most deciding factor-a competitive schedule with good grades. Test scores next.
College of the Holy Cross	Like to see it	Prefer to have some idea of where a student stands in their class.
WPI	No	Rigor of curriculum is preferred; could be considered for scholarship if student is #1 or #2 in class-reported from the counselor is sufficient.
Drexel University	No	Rank is not the first thing looked at for a student. If a school provides it, it's just one more piece of data. If not, a more holistic approach is used. Grade distribution is helpful.

Dartmouth College	No	65% of admitted students did not provide rank
Johns Hopkins University	No	Rigor of secondary school record and grades are primary focus.
Boston University	No	'A majority of applicants apply with no rank reported'

Parents and students may wonder then, why colleges continue to ask for rank on applications. With a majority of the colleges we polled, class rank in any form is simply used as another piece of data to help describe a student, as are other Standardized test scores, grades, and strength of program/course load, and other criteria. Some colleges report that they “like to see it” for very competitive programs, scholarship consideration, or for Honors College qualification. However, those same **colleges stated that they cannot eliminate a candidate from consideration if they do not report rank because so many high schools are not reporting class rank information.** By not reporting class rank there is greater flexibility for admissions offices to accept students based on students transcript, activities, standardized test scores (SAT/ACT), and letters of recommendation.

When rank is not reported, some colleges may attempt to estimate a student’s class rank given the information provided. The majority of colleges and universities, however, will focus on other elements of a student’s profile, including transcript, student essay, letter of recommendation, student co-curricular activities, test scores and/or interviews. In addition, colleges are provided the student’s weighted GPA and school counselors can emphasize and highlight a student’s academic strengths and potential in the letter of recommendation.

4. College admissions office views on the importance of class rank

According to the 2007 National Association of College Admissions Counseling (NACAC) *Research to Practice Brief: Class Rank*, colleges admitting less than 50% of applicants, view class rank of “considerable importance” 31% of the time. However, colleges accepting over 85% of applicants find class rank to be of “considerable importance” only 20% of the time. This suggests that class rank is valued slightly more at more selective institutions, but this could be the result of other factors. One such factor is an attempt by some selective colleges to improve their academic profile by targeting and recruiting students in the top ranks of their class. This improves the college/university applicant and acceptance metrics that are then used for marketing purposes. While many selective schools may desire class rank for this reason, the vast majority have indicated that non-ranked students do not harm the school’s academic profile and therefore would not hinder a student’s chances of being admitted.

According to the annual surveys of colleges conducted by NACAC, the importance of class rank in college admissions has declined significantly since 1993. The most recent State of College Admission survey released by NACAC indicates that class rank is of “considerable importance” to only 15.2% colleges in 2013, down from 42% in 1993.

Table 1

Table 3. Percentage of colleges attributing “considerable importance” to factors in the admission decision: 1993 to 2006

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
Grades in college prep/ strength of curriculum ¹	82%	83%	80%	78%	81%	79%	84%	78%	80%	76%	78%	80%	74%	--
Grades in college prep	--	--	--	--	--	--	--	--	--	--	--	--	--	76
Strength of curriculum	--	--	--	--	--	--	--	--	--	--	--	--	--	62
Admission test scores	46	43	47	48	50	51	54	58	52	57	61	60	59	60
Grades in all courses	39	37	41	38	41	44	42	43	45	50	54	57	54	51
Essay	14	17	21	20	18	19	19	20	20	19	23	25	23	28
Class rank	42	40	39	36	34	32	32	34	31	35	33	28	31	23
Counselor rec.	22	20	19	17	20	16	18	16	17	16	17	18	17	21
Demonstrated interest	--	--	--	--	--	--	--	--	--	--	7	7	15	21
Teacher rec.	21	19	18	19	19	16	14	14	16	14	18	18	17	20
Interview	12	12	15	13	11	11	9	11	11	10	9	9	9	10
Extracurricular activities/work ²	6	6	7	6	6	4	5	7	6	7	7	8	8	--
Extracurricular activities	--	--	--	--	--	--	--	--	--	--	--	--	--	8
Work	--	--	--	--	--	--	--	--	--	--	--	--	--	3
Subject tests (AP, IB)	--	--	--	--	--	--	--	--	--	6	7	5	7	8
State exams	--	--	--	--	--	--	--	--	--	6	7	6	7	6
SAT II scores	--	--	--	--	--	--	--	--	--	--	--	--	--	5

-- Data are not available.

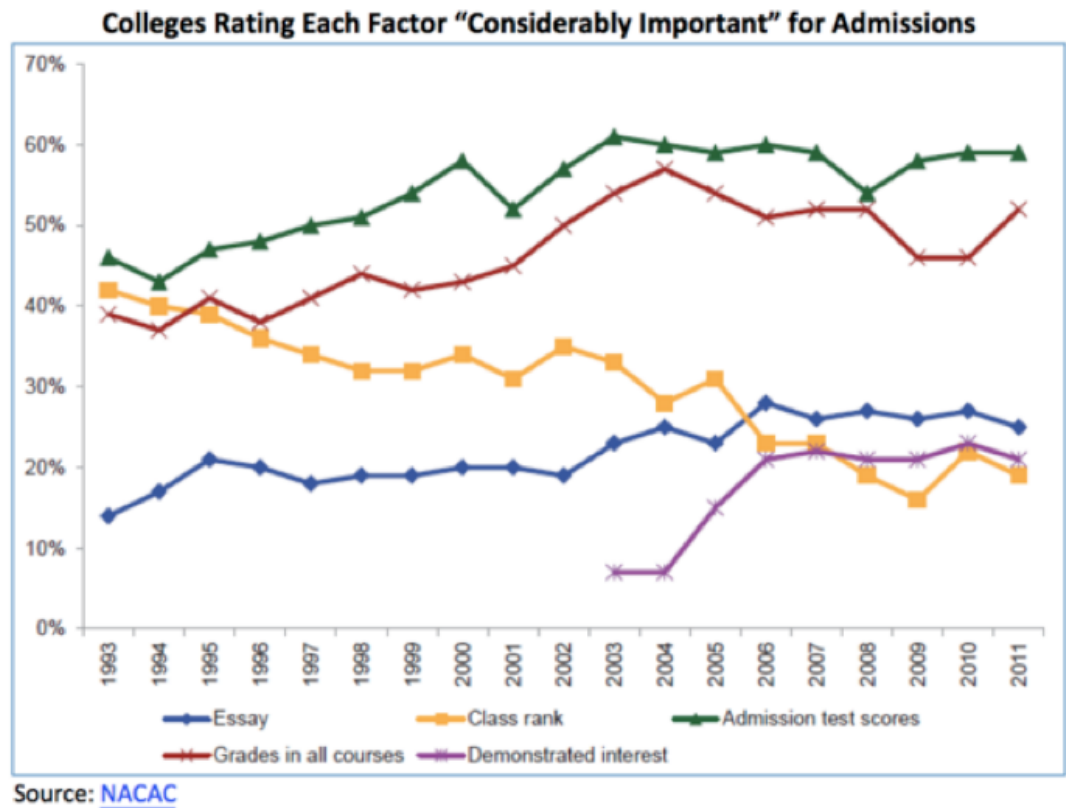
¹ On the 2006 survey, grades in college prep courses and strength of curriculum were listed as two separate factors. In previous years, one factor was listed as grades in college prep courses/strength of curriculum.

² On the 2006 survey, extracurricular activities and work were listed as two separate factors. In previous years, one factor was listed as work/extracurricular activities.

SOURCE: NACAC Admission Trends Surveys, 1993 through 2006.

Source: NACAC Research to Practice Brief on Class Rank from 2007

Table 2



Source: Hanover Research's article "The Changing Role of Class Rank in College Admissions"

Table 3

Table 16. Percentage of colleges attributing different levels of importance to factors in the admission decision: 2013

Factor	Considerable importance	Moderate importance	Limited importance	No importance
Grades in college prep courses	81.5%	10.4%	7.4%	7%
Strength of curriculum	63.7	24.8	8.1	3.3
Admission test scores (SAT, ACT)	58.3	29.5	10.0	2.2
Grades in all courses	51.5	37.4	8.9	2.2
Essay or writing sample	22.2	37.8	22.6	17.4
Student's demonstrated interest	20.1	34.0	23.9	22.0
Counselor recommendation	15.9	43.9	24.7	15.5
Class rank	15.2	35.3	33.5	16.0
Teacher recommendation	14.1	43.9	28.3	13.8
Extracurricular activities	9.6	40.6	33.9	15.9
Interview	7.8	21.2	27.9	43.1
Subject test scores (AP, IB)	7.5	30.6	32.5	29.5
Portfolio	6.4	9.4	34.3	49.8
SAT II scores	6.0	10.9	23.7	59.4
State graduation exam scores	3.4	10.1	28.4	58.2
Work	2.6	17.1	51.3	29.0

Source: NACAC Admission Trends Survey, 2013.

Source: NACAC 2014 State of College Admissions report

5. How other schools handle class rank:

As of the 2015-2016 school year, the following is just a small sampling of comparable high schools in Massachusetts that do not report class rank. Parenthetical notations indicate the year each school stopped reporting rank.

- Acton-Boxborough (2012)
- Andover High School (2009)
- Concord-Carlisle Regional High School (1997)
- Dover-Sherborn Regional High School (2002)
- Duxbury High School (2006)
- Hingham High School (2006)
- Hopkinton High School (1999)
- Lincoln-Sudbury Regional High School (2004)
- Nashoba Regional HS (2013)
- Newton North High School (2011)
- Newton South High School (2010)
- Wachusett Regional High School (2015)
- Wayland High School (2011)
- Wellesley High School (2004)
- Westborough High School (2006)
- Westford Academy (2007)
- Weston High School (2003)
- Westwood High School (2003)

In addition, of the top ten schools in Massachusetts by the *US News and World Report*, the following do not report class rank:

- #1 Sturgis Charter Public School
- #2 Boston-Latin School
- #4 Advanced Math and Science Academy Charter School
- #5 Lexington High School
- #6 Belmont High School
- #9 Dover-Sherborn Regional High School
- #10 Sharon High School

6. Process for garnering feedback from constituents:

On February 9, 2016, the research from the Class Rank Committee was presented at the SHS School Council Meeting. When the topic of eliminating the reporting class rank to colleges was initially presented, members of the school council were skeptical of the proposal because of the long-term history of reporting rank at Shrewsbury High School. However, after the research was

presented and discussed, members were unanimously in favor eliminating the reporting of class rank to colleges and universities to potentially increase student opportunity for college admissions and programming.

On February 23, 2016 members of the Class Rank Committee presented the research and information to the staff at a monthly faculty meeting. After the presentation the staff participated in a question and answer session. The faculty indicated its support for the elimination reporting of class rank to colleges and universities.

On March 1, 2016, the high school conducted an online survey to gather student feedback as to whether they support or oppose the elimination of reporting class rank to colleges and universities. The survey was conducted during a homeroom period and provided a brief overview of the current policy and then outlined the proposed changes if the reporting of class rank was no longer a practice at the high school. Of the 83% of the student body that participated in the survey, 69.7% of students across grade levels supported the elimination of class rank. In addition, the class that would be most immediately impacted by a change in reporting procedures, the Class of 2017, was most supportive of the policy change with 74.9% of students favoring the elimination of class rank. While the class of 2016 showed the least support for the policy change, 59.6%, it is important to note that the Class of 2016 had the lowest levels of participation in the survey, and is the only class that would not be impacted by a change in reporting. While the reason for the different levels of support for a shift in reporting between the Classes of 2016 and 2017 is not entirely clear, both clearly demonstrated that a majority of the class would support a change in our current practice.

Should SHS Eliminate the Reporting of Class Rank to Colleges and Universities Beginning in the 2016-2017 School Year?

	"Yes"	"No"	Percent Participating
Class of 2019 (Freshmen)	73.2%	26.8%	90.1%
Class of 2018 (Sophomores)	69.2%	30.8%	88.1%
Class of 2017 (Juniors)	74.9%	25.1%	82.8%
Class of 2016 (Seniors)	59.6%	40.4%	70.3%
Total	69.7%	30.3%	83.0%

On April 4, 2016 members of the Class Rank Committee conducted an evening presentation for any interested parents. The group shared information with parents and then held a group discussion to answer parent questions and concerns.

III. Recommendation

The Class Rank Committee recommends the elimination of the reporting class rank to colleges and universities. This change would entail the elimination of percentile rank on the SHS transcript. The weighted grade point average would continue to be reported on the transcript and to colleges.

IV. Timeline for change

Shrewsbury High School will eliminate the practice of reporting class rank to colleges and universities beginning in the 2016-2017 school year.

V. Impact on Class Valedictorian and Class Salutatorian

The Class Rank Committee recommends no current change to the policy of determining the class valedictorian and class salutatorian. Calculation of the valedictorian and salutatorian is based on the top two highest weighted grade point averages. In order to be considered for Valedictorian and/or Salutatorian students must be enrolled as a Shrewsbury High School student for 8 consecutive semesters. Final determination of these distinctions will be made at the conclusion of quarter 3 of students' senior year.

VI. Eliminating percentile rank reporting and the effect on the top students at Shrewsbury High School

Members of the Committee asked college admissions counselors if the elimination of reporting percentile rank would affect admission of the highest performing students at SHS. The response from admissions offices was overwhelmingly consistent: There is no negative impact on an applicant whose school does not report class rank.

VII. Impact on Scholarship Considerations

An important consideration in the elimination of reporting class rank to colleges is the impact of a student's ability to qualify for scholarships. Due to the number of high schools that are no longer reporting rank, colleges have responded in kind. For instance, at the University of New Hampshire, the wording for the criteria that included rank for the presidential scholarship at UNH states, "Rank in top 10% of graduating class (or equivalent level of unranked schools as determined by GPA and/or information on the school profile)." Many college/university merit based scholarships have adjusted their criteria based on GPA, SAT/ACT, and other criteria as determined by individual institutions.

VIII. Social and Emotional Implications Associated with Class Rank

Students and families that focus on hard statistics such as rank, GPA, and standardized test scores to gain admittance to highly selective schools often put great pressure on the student to choose a competitive course schedule and achieve at the highest grade possible in their classes. While the percentile rank is one factor in the student's academic record, it is calculated from the culmination of a student's academic performance and can create the personal pressure to achieve while fostering unhealthy competition with fellow students. Often, the pressure to perform and achieve academically is combined with a full complement of activities to build a strong student profile for colleges and universities leaving little time and energy for students to genuinely develop an interest and passion in their studies. As a result, a student's health and emotional well-being can be compromised. The School Counseling Department will continue to work with students and families to balance the pursuit of academic achievement and students' social and emotional health. The elimination of reporting class rank to colleges and universities may help mitigate some of the issues associated with both unhealthy internal and external pressures students face.

IX. Conclusion

After reviewing the current trends in class rank reporting throughout Massachusetts high schools, examining acceptance guidelines at private and public colleges and universities, and, gathering student and community feedback, we have come to the conclusion that Shrewsbury High School should eliminate the practice of reporting class rank to colleges and universities.



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: IV. Time Scheduled Appointments: **MEETING DATE: 9/21/16**
C. Grant from State Treasurer's Financial Education Innovation Fund: Vote

SPECIFIC STATEMENT OR QUESTION:

Will the Committee vote to accept a \$5,000 grant from the Massachusetts State Treasurer's Office to support financial literacy?

BACKGROUND INFORMATION:

SHS recently received confirmation of a \$5,000 grant from the Massachusetts State Treasurer's Office to support financial literacy. A grant proposal was submitted by Ms. Jean Johnson and Rebecca Moisan to the Financial Innovation Grant Fund to host an event called "Credit for Life" to better educate high school students on personal finance matters.

ACTION RECOMMENDED:

That the School Committee vote to accept the grant.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance & Operations
Mr. Todd Bazydlo, Principal, Shrewsbury High School



Shrewsbury Public Schools

Patrick C. Collins, Assistant Superintendent for Finance & Operations

15 September 2016

To: School Committee

Subj: GRANT AWARD TO SHREWBSURY HIGH SCHOOL BY MASSACHUSETTS STATE
TREASURER'S OFFICE

Shrewsbury High School recently received confirmation of a \$5,000 grant from the Massachusetts State Treasurer's Office to support financial literacy. A grant proposal was submitted by Ms. Jean Johnson and Rebecca Moisan to the *Financial Innovation Grant Fund* to host an event called "Credit for Life" to better educate high school students on personal finance matters.

We are planning to have them make a report to the School Committee after the event is held.



Deborah B. Goldberg
Treasurer and Receiver General

The Commonwealth of Massachusetts
Office of the State Treasurer
One Ashburton Place
Boston, Massachusetts 02108-1608

August 23, 2016

Jean-Marie Johnson & Rebecca Moisan
Shrewsbury High School
64 Holden Street
Sterling, MA 01564

Dear Ms. Johnson & Ms. Moisan,

Congratulations! It is my pleasure to notify you that Shrewsbury High School has been awarded a \$5,000 grant from the State Treasurer's Financial Education Innovation Fund. This funding is designated to support a "Credit for Life" fair in your community. As you know, this program offers an exciting and effective opportunity for students to learn how to make real world personal finance decisions on saving, spending, and budgeting based upon career and lifestyle decisions.

The grant is funded by the Office of Consumer Affairs and Business Regulation through its Division of Banks settlement from alleged unlawful lending practices. This award is subject to the conditions outlined in the grant application, as well as the completion and delivery of the enclosed Standard Contract. The form should be sent to the Office of Economic Empowerment (One Ashburton Place, 12th Floor, Boston, MA 02108) by **Friday, September 16, 2016**.

As treasurer, I am committed to ensuring our empowerment programs reach people in every corner of our state. In fact, this grant program played a vital role in creating a path for nearly 10,000 Massachusetts students to build their confidence through interactive lessons around saving and managing their money. And I am pleased to share that since this program's inception, the Treasury's Office of Economic Empowerment estimates it will serve over 16,000 students at over 50 different high schools throughout the Commonwealth.

Please feel free to contact Leanne Martin Fay, the Economic Empowerment Program Director of Financial Education, at 617-367-9333 x 613 if you would like to talk further or if you have any questions. Congratulations, once again, and thank you for your commitment to enhancing financial education in our state.

Best regards,

A handwritten signature in black ink, appearing to read "Deborah B. Goldberg".

Deborah B. Goldberg
Treasurer and Receiver General



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **V. Curriculum**

MEETING DATE: **9/21/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF & STUDENTS AVAILABLE FOR PRESENTATION:



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: **VI. Policy**

MEETING DATE: **9/21/16**

A. Statewide Ballot Question on Charter School Expansion: Discussion

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee engage in a discussion on the statewide ballot question on charter school expansion?

BACKGROUND INFORMATION:

1. On November 8, the voters of the Commonwealth will decide whether to approve a citizens' petition, commonly known as a state ballot question, which would enable the Massachusetts Board of Elementary and Secondary Education to approve up to 12 additional so-called Commonwealth Charter Schools per year, beyond the limitations that are currently in effect.
2. The enclosed memorandum from Dr. Sawyer recommends that the School Committee take a formal position in opposition to this ballot question through a vote at its October 5 meeting.
3. Additional materials regarding charter schools are also enclosed.

ACTION RECOMMENDED:

That the Committee engage in the discussion and take such action as it deems in the best interest of the school system.

COMMITTEE MEMBERS/STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools

Mr. Patrick C. Collins, Assistant Superintendent for Finance & Operations

Ms. Sandra Fryc, Chairperson

Dr. B. Dale Magee, Vice Chairperson

Mr. Jon Wensky, Secretary

Ms. Erin Canzano, Committee Member

Mr. John Samia, Committee Member



Shrewsbury Public Schools

Joseph M. Sawyer, Ed.D.
Superintendent

September 16, 2016

To: School Committee
From: Joe Sawyer
Re: State Ballot Question on Charter School Expansion

On November 8, the voters of the Commonwealth will decide whether to approve a citizens' petition, commonly known as a state ballot question, which would enable the Massachusetts Board of Elementary and Secondary Education to approve up to 12 additional so-called Commonwealth Charter Schools¹ per year, beyond the limitations that are currently in effect. The text of the petition may be found [here](#), and the official state explanation of the petition may be found [here](#). These limitations include a hard cap of 120 total charter schools, 72 of which may be Commonwealth Charter Schools. In addition, a tuition cap also exists where charters may not be added in districts where tuition currently being paid to charters is already equal to or greater than 9% of that district's net school spending; however, additional charters may be approved drawing from a district if that district is in the bottom 10% of the state in performance, even if the 9% tuition cap is exceeded.

If this question, which is now known as Question 2 due to its placement on the ballot, were to be affirmed by the voters, it will create significant financial risk for the Shrewsbury Public Schools for the following reasons:

- 1) Question 2 does nothing to change the [existing charter school funding formula](#), which has historically had a significant, negative impact on our school district due to its failure to mitigate issues related to marginal vs. fixed costs and economies of scale, as it is based on a per-pupil average tuition model.

¹ Commonwealth Charter Schools are operated independently from traditional public school districts, as opposed to Horace Mann Charter Schools, which are new or converted schools which belong to a traditional public school district but are governed independently within that district. In this memorandum, "charter schools" refers to Commonwealth Charter Schools. For specific information about how charter schools are approved in Massachusetts, see this [charter school FAQ document](#) from the Department of Elementary and Secondary Education (DESE).

- 2) Question 2 will only take the performance of school districts where new or expanded charters are proposed into consideration *if* the total number of applications in a single year exceeds 12. While the supporters of the petition argue that it is intended to provide additional choices for students in underperforming districts, it seems likely that over time market saturation in such districts will occur, and therefore new charter schools proposed to draw from high-performing districts such as Shrewsbury will have a greater likelihood of approval. At 12 new charter schools per year, the total cap for charter schools could double within a decade, so expansion of charters beyond those located in underperforming districts seems inevitable. As the Committee knows, [Shrewsbury was at-risk last year for a new charter school](#) (the Massachusetts Biotechnology Charter School) to be sited within the town, and although the targeted student population was stated to be from Worcester, it would have certainly drawn students from Shrewsbury, and [the Committee opposed this proposal](#).

As you know from many reports and discussions over the past decade, the way charter schools are funded has resulted in the diversion of millions of dollars of funding for Shrewsbury Public Schools to charter schools. Contrary to claims that these funds are no longer necessary if the students attending charters are no longer educated in the sending school district, and contrary to the typical misunderstanding of the funding formula that leads many to believe that the state provides reimbursement for every new charter student who leaves a district², Shrewsbury has essentially had to backfill this loss of funds in order to provide necessary services to the 6,000-plus remaining students in the district. Contrary to some claims that lifting the charter cap will somehow increase investment in public schools in Massachusetts, what it will actually do is redirect funding from traditional districts to charters, and in doing so create new - or expand existing - charter schools, which essentially function like small school districts (which makes the economy of scale for investing scarce education dollars worse, not better). As Patrick Collins, Assistant Superintendent for Finance & Operations, wrote in the annual charter school report last year:

One of the reasons most public school districts object to the way that charter schools are funded is that the formula is not sensitive to economy of scale nor the issue of average cost versus marginal cost to educate. For example, the 72 Shrewsbury students attending charter schools this year are spread across many grades; if all were to return to the school district

² State reimbursement is tied to whether the *total tuition paid by the district for all charter students increases year-over-year*, and phases out over time – it is *not* tied to individual students who enroll in a charter school, and the student may not have even been attending the public school district prior to going to the charter school. Once a district reaches a state of equilibrium or sees a decline in overall tuition, reimbursements are no longer provided. Additionally, while the reimbursement formula does assist districts with absorbing increases in total tuition, a complicating factor has been the Massachusetts State Legislature's failure to fully fund the existing reimbursement formula, which gives very little confidence that it will be fully funded in the future.

next year, there would be virtually no effect on the district's budget, as they would be readily absorbed with existing staffing and overhead costs. However, this year these students will cost Shrewsbury over \$920,930 in tuition that is diverted from the town's state aid for education. Another way of illustrating this is that the amount of funds being diverted to charter schools represents roughly 1.6% of the School Department's appropriated budget; yet, because of our fixed costs, it is not possible for the district to reduce 1.6% of personnel costs, overhead costs, facility capital costs, etc. without compromising the program for the 6,000 remaining students, as those resources remain necessary to serve their needs (e.g., we can't cut 1.6% of each teacher the charter students would have had, 1.6% of secretaries, 1.6% of those schools' principals, etc.).

There are many issues associated with charter schools in Massachusetts that are part of the vigorous debate that is occurring across the state, some technical and some philosophical. Here are a few examples:

- Some object to the reality that funding that would otherwise be allocated by the local municipal governing body to the community's public school district, and that would be invested under the authority of the locally elected school committee, is allocated by the state and expended by a charter school board of trustees that is not subject to the approval of local voters.
- Some believe that the competition that charter schools create forces public school districts to improve their performance, and that charters are laboratories of learning that create innovation in education from which traditional districts can benefit; however, others believe that the fact that charter schools do not operate within the same regulatory environment as traditional public school districts renders many such potential innovations moot.
- Some believe that charter schools are a way to provide a better alternative to families who otherwise would have their children educated in a school district whose performance is weaker compared to other school districts, especially families of lower socioeconomic status who do not have the means to choose private schools or to move to a more affluent community.
- Some believe that charter schools are receiving funds through a formula that takes the cost of educating all types of learners into account, but then educating a population of students who self-select to enter by lottery, with fewer special education students and English language learners; along the same lines, there are those who believe that some charters send students who struggle with behavior back to the traditional public schools, therefore functioning as *de facto* private schools.

There are clearly valid points on both sides of the debate, and there are a variety of research reports supporting these various points of view. As I have stated on several occasions in the past, I am not opposed to the existence of charter schools, and I respect the choices families make for their child's education, whether that be a traditional public

school, a charter school, or a private school. However, because charter schools in Massachusetts are funded in such a manner that they have a disproportionately negative financial impact on the school districts from which they draw their students, and because this represents a significant financial risk to the Shrewsbury Public Schools, I oppose Question 2. For the same key reason, I advocate that the School Committee should oppose it as well.

Based on the significant risk to the adequate financing of the Shrewsbury Public Schools associated with the potential expansion of charter schools, I recommend that the School Committee formally vote to oppose Question 2.

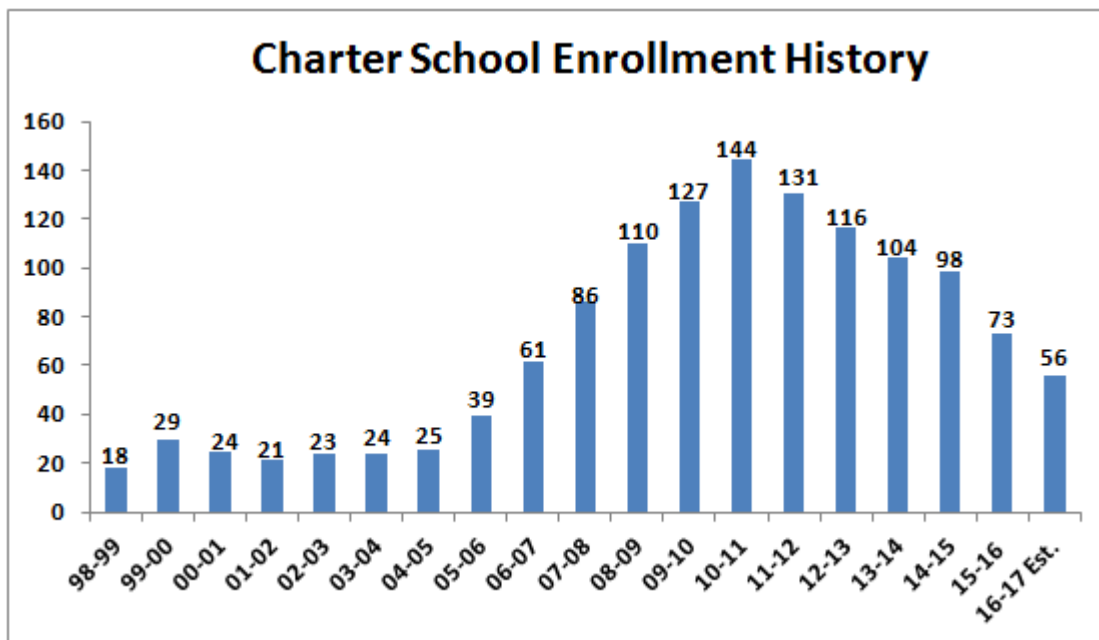
I suggest that the School Committee vote on this matter at its next meeting, which is scheduled for October 5, 2016. This will give the Committee time to further consider the matter and to hear feedback from the public in advance of a vote.

In addition to the links in this memorandum, I am including information from last year's annual report on charter schools, and updated statistics on charter school enrollment and cost in Shrewsbury. I look forward to discussing this topic with you at your meeting on September 21.

Charter School Enrollment History – Updated September 2016

This information was provided as part of the Town Meeting budget information packet in May 2016. The 2015-2016 enrollment is now final, and it is slightly different than the estimate at that time (one student difference).

The number of charter schools has increased along with participation in the School Choice Program. Shown below is the historical enrollment of Shrewsbury school-age children attending charter schools. Most charter school students from Shrewsbury enrolled either at the Advanced Math and Science Academy in Marlboro or Abbey Kelly Foster Charter School in Worcester.



Interestingly, charter school enrollments have been decreasing since the 2010-2011 school year. This is very advantageous from a financial perspective as the tuition charge per student is roughly the district's average cost per pupil. The district has been making a concerted effort to retain students as their continued enrollment in the district comes with little marginal cost and avoids the average cost per pupil charge.

Charter School Enrollment & Tuition Report – December 2015

The following information was provided as part of the annual report on charter enrollment and tuition that Mr. Patrick Collins, Assistant Superintendent for Finance & Operations, presented to the School Committee last December. This information is being provided again as background to the state ballot question.

Under Massachusetts law, families may choose to attend charter schools, which are publicly funded independent schools which operate under a charter granted by the Department of Elementary and Secondary Education (DESE), and which are governed by a board of trustees that is not publicly elected, but rather appointed by the charter school's own board. Student admission to a charter school is based on the student residing in a community that charter school serves, by lottery if seats are limited, and with students living in communities for which the school was specifically chartered and siblings of existing students receiving preference. By way of example, the Advanced Math and Science Academy charter school in Marlborough (AMSA) was chartered for students residing in Marlborough, Maynard, Hudson, and Clinton, so students from those communities receive preference for admission, but several other communities are included in their attendance area, including Shrewsbury.

The funding formula for charter schools is complex. I have included information from the DESE that explains both how tuition rates are calculated and how the state's reimbursement formula works. A simplified explanation of charter school finance is:

- the state applies the Chapter 70 foundation formula to the actual students from a particular community attending a specific charter school to arrive at a tuition cost per student (the foundation formula has different allocations for a student's grade level, socioeconomic status, special education status, etc.)
- the state then applies another formula to include an allowance for how much the sending community spends beyond the state's minimum requirement in its own public schools (i.e., percentage above required "net school spending")
- the state assesses an allowance to capture school facility costs based on a statewide average, and then provides "facilities aid" in the same amount, so this assessment has no impact on the cost to communities
- the tuition rate derived for that cohort of students attending a particular charter school is multiplied by the number of full time equivalent students in that cohort from that community (e.g., the tuition rate established for students from Shrewsbury attending AMSA multiplied by the number of FTE students attending AMSA)

- if the total tuition charged to a district for all of its charter school attending students in the current fiscal year is greater than the previous fiscal year, the *amount of the tuition increase* is to be reimbursed by the state, with 100% of that increase reimbursed in the first year, followed by five years in which that increase is reimbursed at a 25% rate (however, the state has not fully funded the reimbursement formula in recent years)
- if a student attends a charter school after having been home schooled or in a private school, the district receives a 100% reimbursement for the first year of that individual student's tuition and no further reimbursements after that
- The table below shows the preliminary rates for the current fiscal year for Shrewsbury students attending charter schools; note how the tuition varies depending on the cohort of students, because each has different characteristics that trigger different rates in the foundation formula

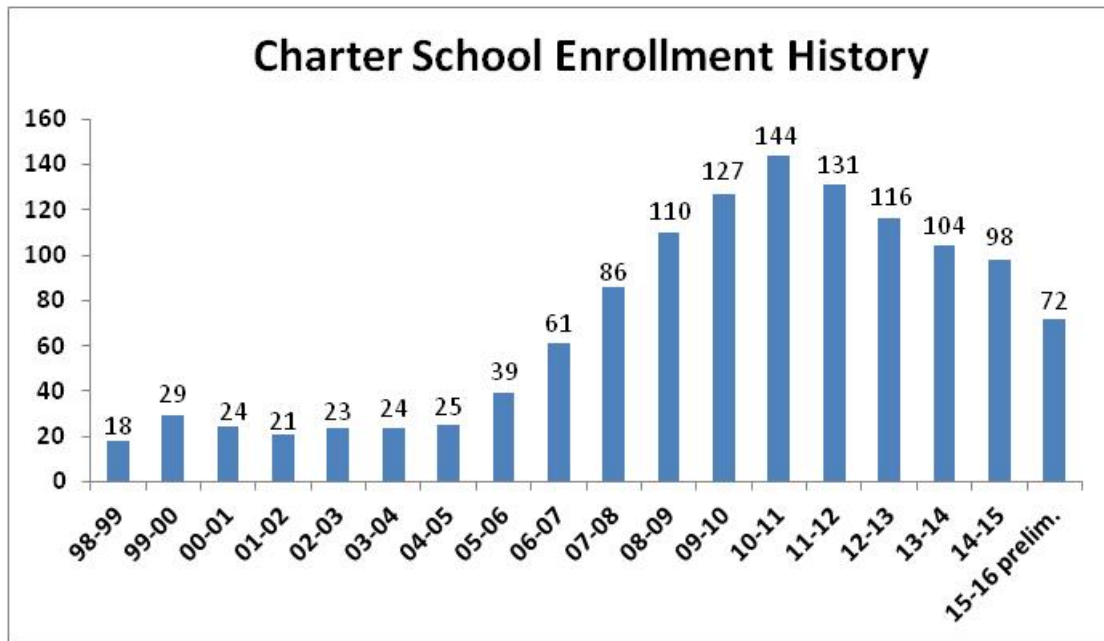
Massachusetts Department of Elementary and Secondary Education

Preliminary FY16 Rates by Charter School and Sending District (Q2)

Cha Lea	Charter School	Campus Lea	Campus Location	Send Lea	Sending District	FTE	Foundation Base Rate	Above Foundation Spending Rate	Facilities Aid Rate	Trans- porta- tion Rate	TOTAL Foundation Formula Rate
430	ADVANCED MATH AND SCIENCE AC/	170	MARLBOROUGH	271	SHREWSBURY	63.0	9,831	2,263	893	0	12,987
445	ABBY KELLEY FOSTER	348	WORCESTER	271	SHREWSBURY	8.0	10,324	2,377	893	0	13,594
478	FRANCIS W. PARKER CHARTER ESS	352	DEVENS	271	SHREWSBURY	1.0	9,860	2,270	893	0	13,023

One of the reasons most public school districts object to the way that charter schools are funded is that the formula is not sensitive to economy of scale nor the issue of average cost versus marginal cost to educate. For example, the 72 Shrewsbury students attending charter schools this year are spread across many grades; if all were to return to the school district next year, there would be virtually no effect on the district's budget, as they would be readily absorbed with existing staffing and overhead costs. However, this year these students will cost Shrewsbury over \$920,930 in tuition that is diverted from the town's state aid for education. Another way of illustrating this is that the amount of funds being diverted to charter schools represents roughly 1.6% of the School Department's appropriated budget; yet, because of our fixed costs, it is not possible for the district to reduce 1.6% of personnel costs, overhead costs, facility capital costs, etc. without compromising the program for the 6,000 remaining students, as those resources remain necessary to serve their needs (e.g., we can't cut 1.6% of each teacher the charter students would have had, 1.6% of secretaries, 1.6% of those schools' principals, etc.).

The good news for the district financially is that charter school enrollment continues to trend downward. Charter enrollment hit a peak of 144.1 FTE in FY11, compared to the current enrollment of 72, a reduction of 50% from peak.



While charter school enrollment is trending significantly downward, the net cost to the town/district has not followed at the same pace. This is because the state reimbursement scheme for these students also results in a decrease in reimbursement. So, as one can see below the net enrollment change from FY14 to FY15 was a decrease of 6.17 while net cost to the district increased by \$41,870.

Massachusetts Department of Elementary and Secondary Education

SCHOOL FINANCE

Summary of Historical Sending District Charter School FTE, Tuition, and Reimbursements

271 SHREWSBURY		FY09	FY10	FY11	FY12	FY13	FY14	FY15
FTE		110.15	127.16	144.14	130.79	116.28	104.36	98.19
Tuition		1,025,068	1,151,129	1,321,539	1,279,450	1,226,276	1,142,099	1,221,904
Facilities Aid		95,665	106,489	118,052	113,196	100,058	90,037	85,270
Chapter 46 Aid		446,696	351,695	330,718	85,807	38,006	38,663	81,365
Total Aid		542,361	458,184	448,770	199,003	138,064	128,700	166,635
Net Cost to District		482,707	692,945	872,769	1,080,447	1,088,212	1,013,399	1,055,269

The FY16 preliminary data shows a drop in net cost of \$197,312 as a result of the continued decreasing enrollment as shown in this table:

**Massachusetts Department of Elementary and Secondary Education
OFFICE OF SCHOOL FINANCE**

Preliminary FY16 Charter School Tuition Payments and Reimbursements for Sending Districts (Q2)

DISTRICT PAYMENT					STATE AID TO DISTRICT				NET DISTRICT COST
DISTRICT	FTE	LOCAL FOUNDATION TUITION	LOCAL FACILITIES TUITION	LOCAL PAYMENT	100/25/25/ 25/25/25 INCREASED TUITION AID	INCREASED AID PRO RATION	FACILITIES AID	TOTAL CHARTER AID	
SHREWSBURY	72.0	857,957	62,973	920,930	0	0%	62,973	62,973	857,957

It is also critical to note that in FY16 the Commonwealth is not fully funding its own reimbursement formula. If state reimbursement were fully funded the town would have received an additional \$60,855 thereby reducing our net cost by the same amount.

At the time of this writing the actual student enrollment roster for the 72 charter school students was not available from the Department of Elementary and Secondary Education [DESE]. It is interesting to note that the initial enrollment projection provided by DESE in spring 2015 for the 2015-2016 school year indicated a total enrollment of 81 students. Actual enrollment is 72. We await the file from DESE to analyze the ongoing shift away from charter schools.

We do know the trend of fewer students attending charter schools can be attributed to various factors. Anecdotal evidence indicates that reasons that appear to be influencing families' choices to have their students remain in our district include the opening of the new Sherwood Middle School; the advanced math programming added at Sherwood and Oak Middle Schools in recent years; the innovative approach to the use of technology; and certainly the reduction of class sizes and restoration of resources thanks to the recent operational override.



SHREWSBURY PUBLIC SCHOOLS SCHOOL COMMITTEE MEETING

ITEM NO: VII. Finance & Operations
A. Transportation: Annual Report

MEETING DATE: 9/21/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee hear a report on the school district's student transportation program?

BACKGROUND INFORMATION:

1. The transportation program of the Shrewsbury Public Schools is one of many services that the district provides to support the education of its students. The three-tiered system (high school, middle school, elementary) transports over 4,000 students who attend our schools each day. The program involves 44 buses at a cost of over \$2 million each year.
2. A slide presentation with information and data regarding the current program is enclosed.

ACTION RECOMMENDED:

That the School Committee accept the report and take such action as it deems in the best interest of the school system.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations

Mr. Stephen Rocco, Transportation, Safety & Security Coordinator

Shrewsbury Public Schools Transportation Update September 21, 2016

*Patrick Collins,
Assistant Superintendent for Finance & Operations*

*Stephen Rocco,
Transportation, Safety & Security Coordinator*

Topics

- Services & Contracted Providers
- Vehicles and Routes
- Contract and Rates
- System Changes: 2016-2017
- Ridership
- State Reimbursements
- FY17 Budget
- Future Considerations

Services & Contracted Providers

Service	Vendor	Notes
Regular day [aka Home to School]	AA Transportation	<ul style="list-style-type: none"> ▶ Shrewsbury Public Schools ▶ Assabet Valley Reg. Technical H.S. ▶ St. Mary, St. John's, Al-Hamra, Montessori
Out of District-Special Education	Assabet Valley Collaborative	▶ Private school placements throughout the state.
Athletic Competitions	AA Transportation	▶ High school and limited middle school events
Homeless Students	Varied	▶ Includes busing students sheltering in other towns back to SPS and students sheltering in Shrewsbury to other public school systems
Summer School	AA Transportation	For special education students with transportation in their IEP
Field Trips ["yellow bus"]	AA Transportation	Coach buses contracted separately for long trips or special events

Vehicles and Routes [“Regular Day Busing”]

- Vehicles
 - 41 , 77 seat buses
 - 38 for public & private schools
 - 3 for Assabet Valley Reg. Tech. H.S.
 - 6, 34 seat half-buses 3 with wheel chair lift
 - All equipped with two video cameras
 - All equipped with GPS devices with live monitoring of location, speed, stops
 - All equipped with two-way radios
 - All drivers also have cell-phone capacity in event of emergency
 - All model year 2011 or newer
- 248 Total Routes
 - Morning= 118
 - Mid-day= 14
 - Afternoon= 116

Bus Utilization Chart

MORNING SCHEDULE						MID-DAY SCHEDULE						AFTERNOON SCHEDULE					
		Points		Private Schools	Spring Paton Floral Coolidge	Dismissal L&C 10:45am Parker AM 11:00am		Dismissal BEAL 11:30	Arrival Parker pm 12:30	Arrival BEAL 12:45			Parker Road Coolidge, Floral 3:15pm	Private Schools: Montessori 3:30pm	Spring, Paton Coolidge, Floral 3:15pm		
		Assabet 7:45C-8:00am	St. Mary's 7:45B-8:00am	St. John's 7:55B-8:05	Montessori 8:30 Alhambra 8:35am	Oak Middle Parker Road (B-30) L&C Coolidge (B-15) 9:00B-1:00am		Oak Middle Parker Road West 9:00B-1:00am			High Sch. L&C Cool 2:00B-1:00pm	St. John's/St. Mary's Sub 2:20pm Oak Middle 2:30pm	Assabet 2:40pm Sherwood 2:45pm	Montessori 3:30pm Alhambra 3:35pm Coolidge West 3:10pm			
BUS #						BUS #					BUS #						
1	SWS	OAK MIDDLE	SHERWOOD		FLORAL	1					1	SWS	OAK MIDDLE	SHERWOOD	FLORAL		
2	SWS	OAK MIDDLE	SHERWOOD		FLORAL	2					2	SWS	OAK MIDDLE	SHERWOOD	FLORAL		
3	SWS	OAK MIDDLE	SHERWOOD		SPRING	3					3	SWS	OAK MIDDLE	SHERWOOD	SPRING		
4	SWS	OAK MIDDLE	SHERWOOD		BEAL	4					4	SWS	OAK MIDDLE	SHERWOOD	BEAL		
5	SWS	OAK MIDDLE	SHERWOOD		SPRING	5					5	SWS	OAK MIDDLE	SHERWOOD	SPRING		
6	SWS	OAK MIDDLE	SHERWOOD		FLORAL	6					6	SWS	OAK MIDDLE	SHERWOOD	FLORAL		
7	SWS	OAK MIDDLE	SHERWOOD		PATON	7		KAOUT			7	SWS	OAK MIDDLE	SHERWOOD	PATON		
8	SWS	OAK MIDDLE	SHERWOOD		PATON	8		KAOUT			8	SWS	OAK MIDDLE	SHERWOOD	PATON		
9	SWS	OAK MIDDLE	SHERWOOD		BEAL	9			SP-IN		9	SWS	OAK MIDDLE	SHERWOOD	BEAL		
10		OAK MIDDLE	SHERWOOD		BEAL	10					10		OAK MIDDLE	SHERWOOD	BEAL		
11	SWS	OAK MIDDLE	SHERWOOD		FLORAL	11					11	SWS	OAK MIDDLE	SHERWOOD	FLORAL		
12	SWS	OAK MIDDLE	SHERWOOD		SPRING	12		KAOUT			12	SWS	OAK MIDDLE	SHERWOOD	SPRING		
13		OAK MIDDLE	SHERWOOD		COOLIDGE	13					13		OAK MIDDLE	SHERWOOD	COOLIDGE		
14	SWS	OAK MIDDLE	SHERWOOD		SPRING	14					14	SWS	OAK MIDDLE	SHERWOOD	SPRING		
15		OAK MIDDLE	SHERWOOD		COOLIDGE	15					15		OAK MIDDLE	SHERWOOD	COOLIDGE		
16		OAK MIDDLE	SHERWOOD		BEAL	16					16		OAK MIDDLE	SHERWOOD	BEAL		
17		OAK MIDDLE	SHERWOOD		BEAL	17					17		OAK MIDDLE	SHERWOOD	BEAL		
18	SWS	OAK MIDDLE	SHERWOOD		COOLIDGE	18					18	SWS	OAK MIDDLE	SHERWOOD	COOLIDGE		
19	SWS	OAK MIDDLE	SHERWOOD		COOLIDGE	19					19	SWS	OAK MIDDLE	SHERWOOD	COOLIDGE		
20	SWS	OAK MIDDLE	SHERWOOD		BEAL	20			SP-IN		20	SWS	OAK MIDDLE	SHERWOOD	BEAL		
21	SWS	OAK MIDDLE	SHERWOOD		SPRING	21					21	SWS	OAK MIDDLE	SHERWOOD	SPRING		
22	SWS	OAK MIDDLE	SHERWOOD		FLORAL	22					22	SWS	OAK MIDDLE	SHERWOOD	FLORAL		
23	SWS	OAK MIDDLE	SHERWOOD		FLORAL	23					23	SWS	OAK MIDDLE	SHERWOOD	FLORAL		
24		OAK MIDDLE	SHERWOOD		PATON	24					24		OAK MIDDLE	SHERWOOD	PATON		
25			ST MARY'S / ST JOHN		BEAL	25					25		ST MARY'S / ST JOHN		BEAL		
26	SWS	OAK MIDDLE	SHERWOOD		PATON	26					26	SWS	OAK MIDDLE	SHERWOOD	PATON		
27	SWS	OAK MIDDLE	SHERWOOD		BEAL	27					27	SWS	OAK MIDDLE	SHERWOOD	BEAL		
28			ST MARY'S / ST JOHN		COOLIDGE	28					28		ST MARY'S / ST JOHN		COOLIDGE		
29		OAK MIDDLE SPEED	SHERWOOD SPEED		PATON / SPRING BEAL SPEED	29		PARKER ROAD (EAST) OUT		PARKER ROAD (W) IN	29		PARKER RD EAST / OAK & SHERWOOD MIDDLE SCHOOL SPEED		SPRING BEAL SPEED		
30	SWS SPEED	OAK MIDDLE SPEED	SHERWOOD SPEED		COOLIDGE SPEED	30		PARKER ROAD OUT		PARKER ROAD IN	30	SWS SPEED	PARKER RD EAST / OAK & SHERWOOD MIDDLE SCHOOL SPEED		COOLIDGE SPEED		
31	ALHAMBRA	PARKER ROAD PRESCHOOL			SPRING SPEED	31		PARKER ROAD OUT		PARKER ROAD IN	31		PARKER ROAD		SPRING SPEED		
32		PARKER ROAD PRESCHOOL			FLORAL SPEED	32				PARKER ROAD (EAST) IN	32		PARKER ROAD		FLORAL SPEED		
33		OAK MIDDLE	SHERWOOD		BEAL	33					33		OAK MIDDLE	SHERWOOD	BEAL		
34	SWS	OAK MIDDLE	SHERWOOD		BEAL	34					34	SWS	OAK MIDDLE	SHERWOOD	ALHAMBRA		
35		ST MARY'S / ST JOHN			MONTICLOAN	35					35		ST MARY'S / ST JOHN		MONTICLOAN		
36		OAK MIDDLE	SHERWOOD		FLORAL	36					36		OAK MIDDLE	SHERWOOD	FLORAL		
37	SWS	OAK MIDDLE	SHERWOOD		FLORAL	37					37	SWS	OAK MIDDLE	SHERWOOD	FLORAL		
38	SWS	OAK MIDDLE	SHERWOOD		FLORAL	38					38	SWS	OAK MIDDLE	SHERWOOD	FLORAL		
39	SWS	OAK MIDDLE	SHERWOOD		FLORAL	39			SP-IN		39	SWS	OAK MIDDLE	SHERWOOD	FLORAL		
40		OAK MIDDLE	SHERWOOD		FLORAL	40					40		OAK MIDDLE	SHERWOOD	FLORAL		
41		OAK MIDDLE	SHERWOOD		PATON	41					41		OAK MIDDLE	SHERWOOD	PATON		
42		ALHAMBRA		MONTICLOAN		42					42		ST MARY'S / ST JOHN		ALHAMBRA ACADEMY		
43		ST MARY'S / ST JOHN			PARKER ROAD (EAST)	COOLIDGE SPEED	43		PARKER ROAD IN		43		EVOLUTION		COOLIDGE SPEED		
44		ST MARY'S / ST JOHN			MONTICLOAN		44				44		ST MARY'S / ST JOHN		MONTICLOAN		
45		EVOLUTION PROGRAM			PATON SPEED	45					45		EVOLUTION		PATON SPEED		
46	ASSABET VALLEY					46					46	ASSABET					
47	ASSABET VALLEY					47					47	ASSABET					
48	ASSABET VALLEY					48					48	ASSABET					

Contract and Rates

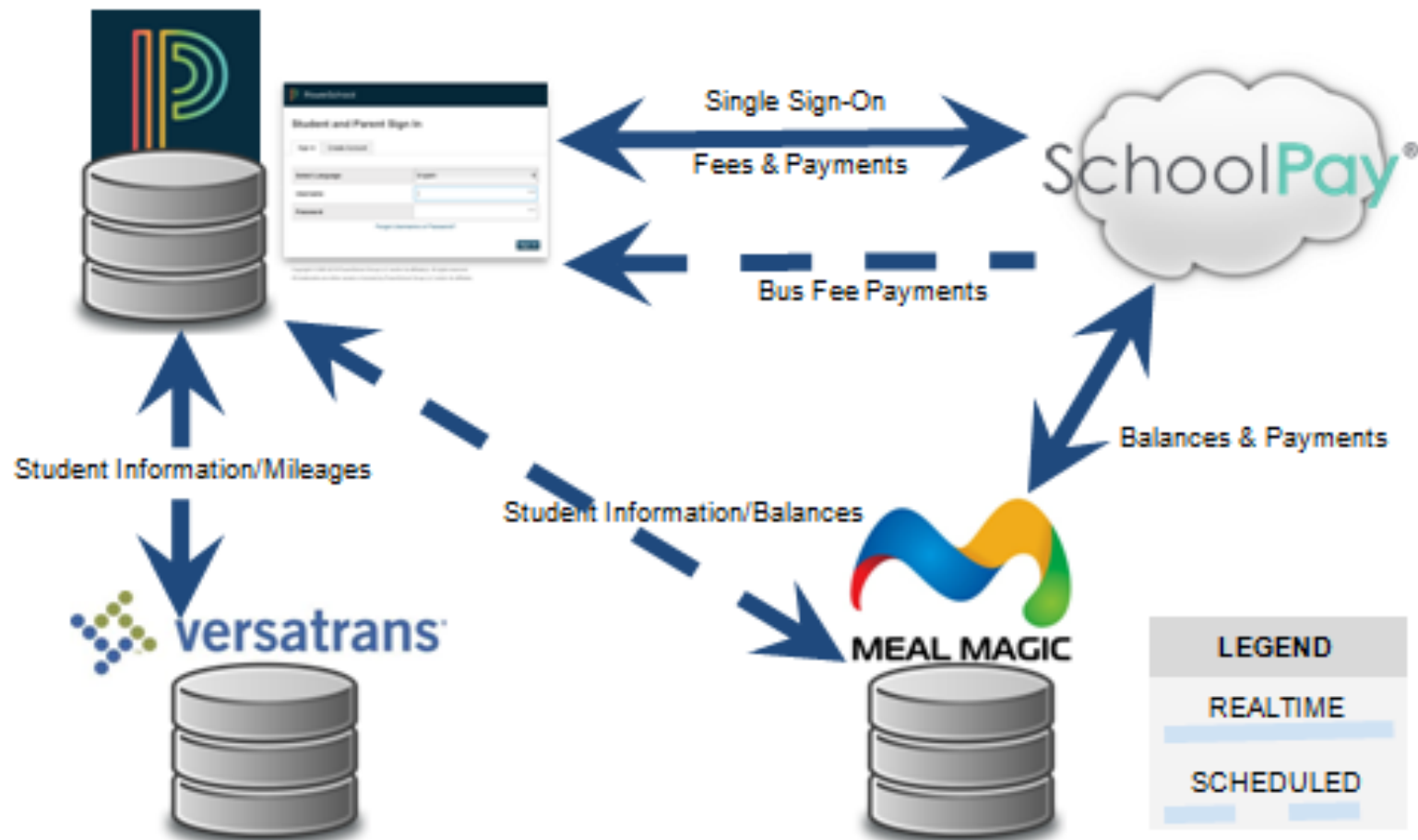
- Service is bid per MGL Chapter 30B
- Current five-year contract with AA Transportation effective FY14-FY18
- FY17 Rate is \$330.14 per bus per day which equates to \$59,425 per bus per school year. Contract allows for annual increase tied to the Consumer Price Index
- Most buses operate on 3-tier system with a high school, middle school, and elementary school route each morning and afternoon. Some buses also have a mid-day commitment for half-day kindergarten or preschool.

System Changes: 2016-2017

- Registration and payment systems were re-engineered to incorporate online payment option and automated “approvals” upon completion of payment, if required
- The registration deadline was changed from June 1st to June 30th with the hope that fewer would have to pay a late fee
- All special education students with specialized transportation were automatically registered obviating the need for parents to do this
- Assabet and private school registrations shifted from a paper-based system to an online *Googleform* and emailed bus information instead of a mailed letter

Online Payment System

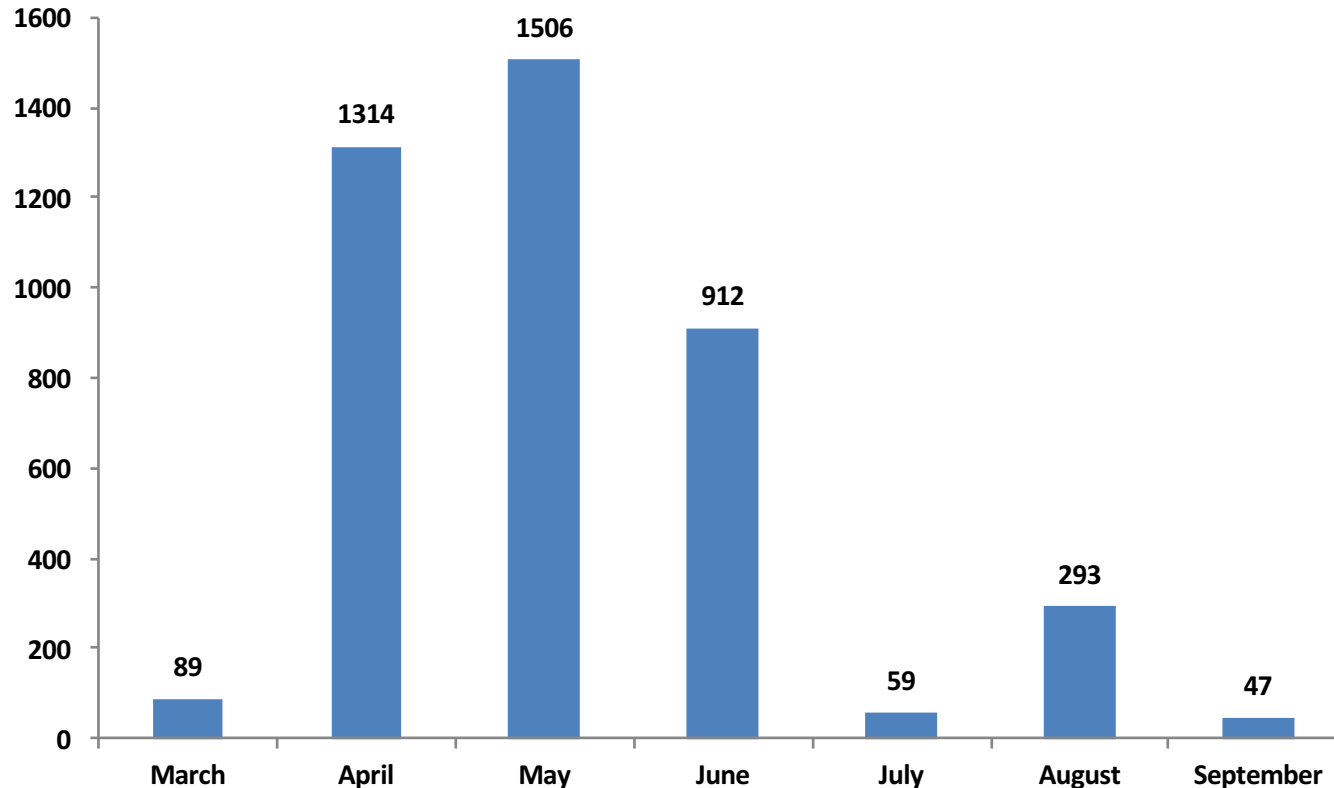
Systems Design Flow Chart



Ridership

School District	Riders
Shrewsbury Public Schools	4,361
Assabet Valley Regional Tech. H.S.	118
St. John's High School	52
St. Mary School	54
Al Hamra Academy	49
Montessori School	14
Out of District Students	50
Total Daily Riders	4,698

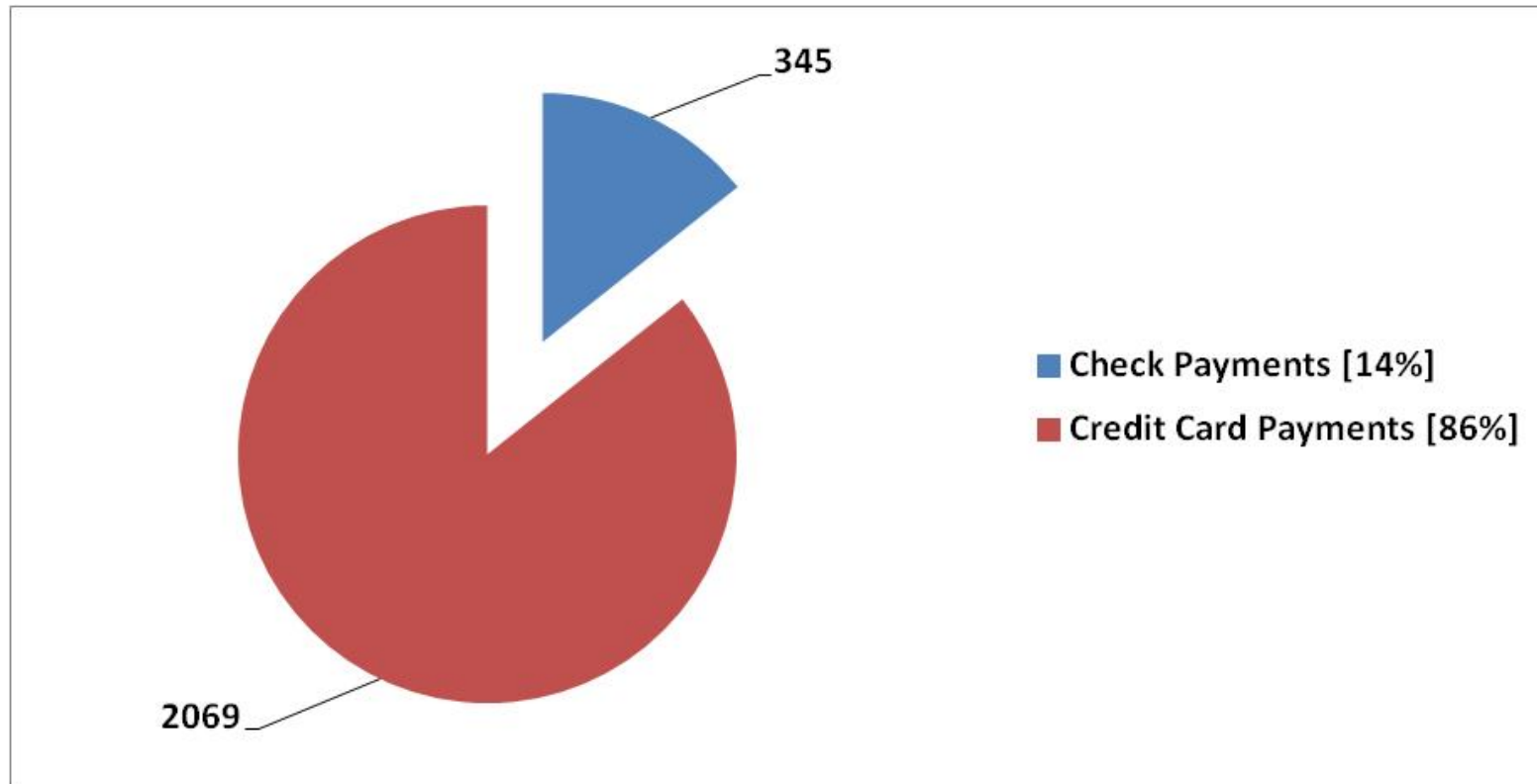
S.P.S. Registrations by Month



We launched “pilot program” in March to test new systems.
Public rollout of registration and payment began in April.

So far, 157 families paid a late registration fee. The remainder of July through September registrations are new students to the district.

Payment Method



Strong preference of parents to pay by credit card.

Average Cost v. Fee

- 4,499 students currently registered in district, private schools, and Assabet
- Total budget of \$3,083,289
- Average cost=\$656/student
- Fee=\$275/student

FY17 Budget

Transportation Service	FY17 All Budgets	Notes
Regular Day	\$ 2,267,130	\$1.6M Oper. Budget and \$645K funded via fee revenue
Special Education: Out of District & In-District	\$ 1,433,715	Funded via special education grant
Bus Monitors	\$ 277,611	Operating Budget
Vocational	\$ 181,967	Operating Budget
Athletics	\$ 110,000	Operating Budget
Special Education: Summer	\$ 65,724	Operating Budget
Homeless	\$ 45,000	Operating Budget
High School Clubs/Events [Speech & Debate]	\$ 10,000	Operating Budget
Music Performances/Events	\$ 4,570	Operating Budget
Transportation Services- All Funds	\$ 4,395,717	

State Reimbursements

Type	FY14	FY15	FY16	FY17 est.
Out of District-Vocational	■ \$89,646 ■ 86.93%	■ \$0 ■ 0%	■ \$95,274 ■ 54.6%	■ \$14,053 ■ 7.8%
Homeless	■ \$28,341 ■ 50.83%	■ \$7,456 ■ 34.4%	■ \$16,113 ■ 36.1%	■ \$5,051 ■ 31%

Notes:

1. These are general fund receipts and not at disposal or available for direct use by School Dept.
2. Variability from year to year makes it difficult to budget for this revenue.
3. Timing of state budget approval in July does not allow for precise budgeting at municipal level in May.

Fee Based Program

- Operating an efficient operation with fixed routes and stops
- Increased expectations for service when some parents pay
- These two things sometimes conflict

Future Considerations for Operational Improvement

- Assessment of “start-of-school” issues that re-occur each year and may be preventable
- Review eligibility and service levels for in-district special education transportation
- Review impact and viability of Bus Change Request Process
- Refine Assabet and private school registrations and communications to current and prospective parents



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: VII. Finance & Operations
B. Video Surveillance Expansion: Vote

MEETING DATE: 9/21/16

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve a video surveillance expansion and modernization plan and allocate up to a total \$180,000 from the Facility Rental Fund and \$120,000 from the Extended School Care Program to be paid over the next three years to fund the project?

BACKGROUND INFORMATION:

1. Mr. Collins and Mr. Rocco will provide a presentation on the district's proposed Video Surveillance Expansion and Modernization Plan, which will include a brief history, the current status, recent developments, and the proposed expansion plan.
2. One option includes potential up-front purchase through SELCO with a three-year payback. A second option includes a three-year phased implementation paid directly by the district.
3. A slide presentation with information is enclosed.

ACTION RECOMMENDED:

That the School Committee vote to approve the video surveillance expansion and modernization plan and allocate up to a total \$180,000 from the Facility Rental Fund and \$120,000 from the Extended School Care Program to be paid over the next three-years to fund the project.

STAFF AVAILABLE FOR PRESENTATION:

Mr. Patrick Collins, Assistant Superintendent for Finance and Operations
Mr. Stephen Rocco, Transportation and Security Coordinator

Shrewsbury Public Schools Video Surveillance Expansion and Modernization Plan

Presented by

Patrick Collins, Asst Superintendent for Finance and Operations

and

Steve Rocco, Transportation and Security Coordinator

September 21, 2016

Topics

- History of video surveillance in S.P.S.
- Current status of equipment and software
- Recent developments
- Proposed expansion plan
- Rationale
- Budget
- Funding mechanism plans
- Implementation timeline
- Recommendation

History

- S.P.S. has maintained video surveillance capability since 2002 with the opening of the new Shrewsbury High School
- With each new school or renovation video surveillance has been funded and expanded as part of the building project
- Systems vary and have been “stand-alone”, school-based systems

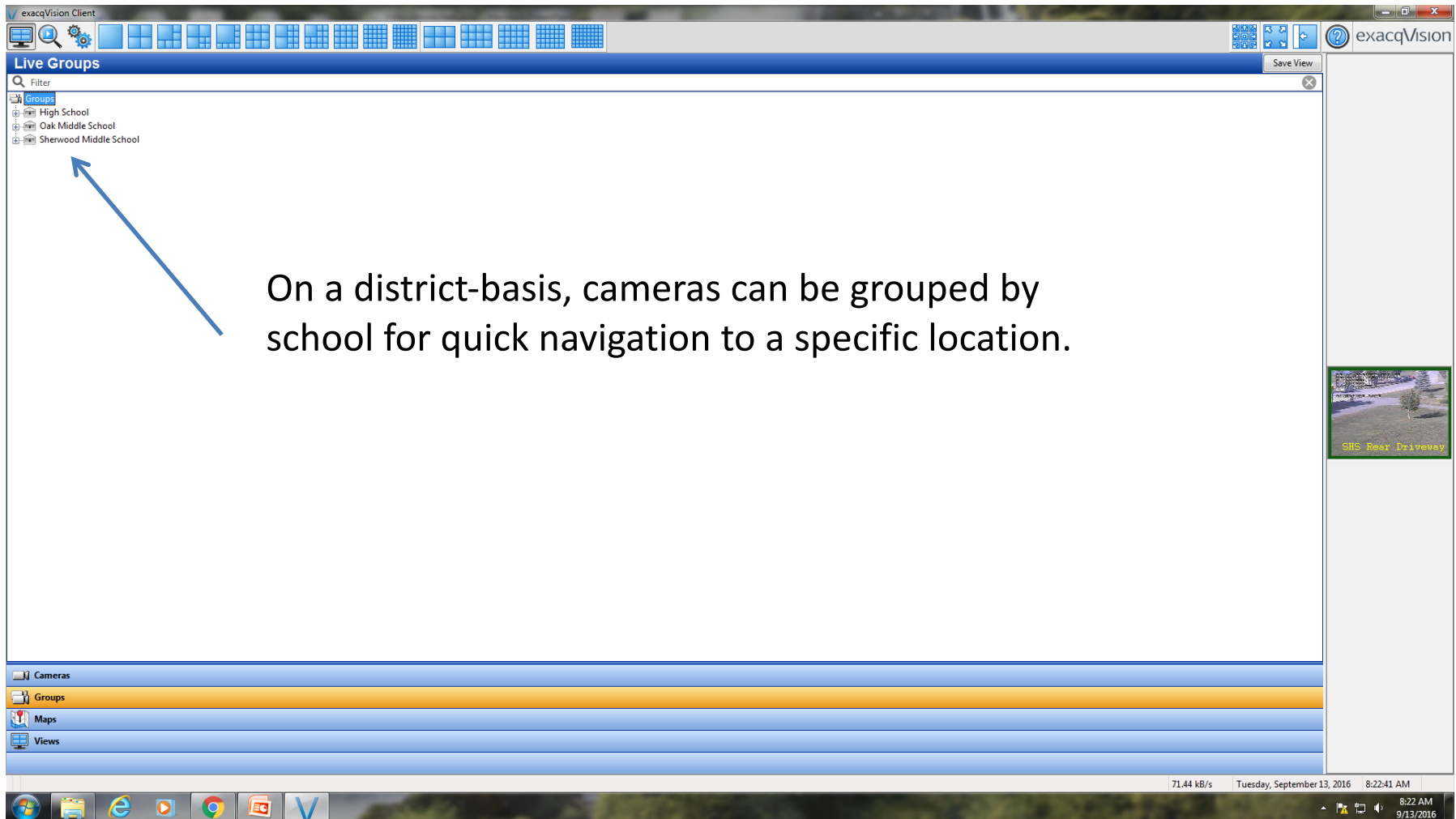
Current Status

- Shrewsbury High School:
 - 14 cameras- 2002 vintage [1 new “test” camera]
- Oak Middle School:
 - 6 cameras- 2004 vintage
- Sherwood Middle School-
 - 25 cameras- 2013 vintage
- Parker Road Preschool/SELCO
 - 8 cameras- 2013 vintage

Recent Developments

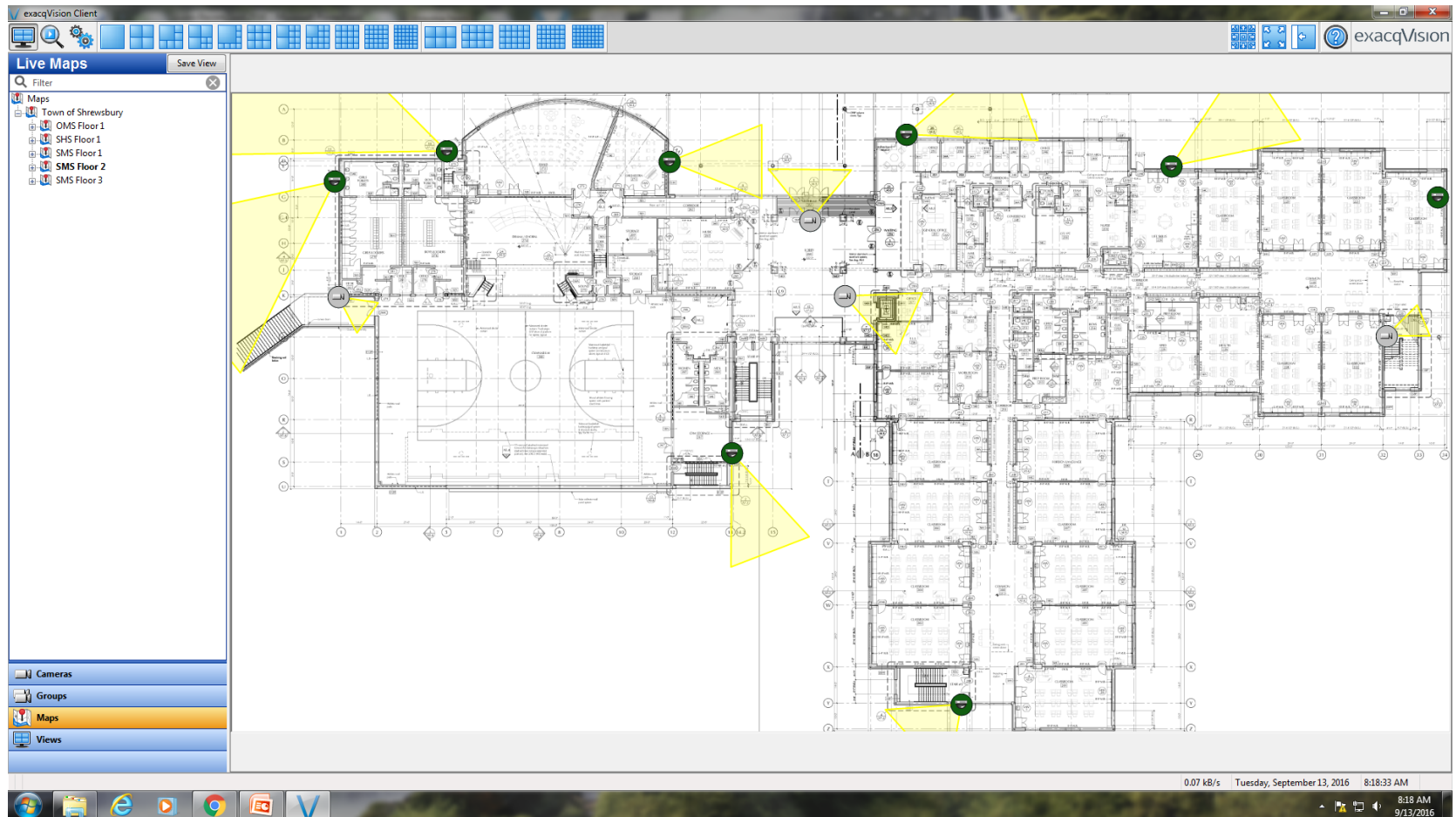
- We recently purchased the *exacqVision* software which allows for the consolidation of the cameras on a common backbone and eliminating the weakness of a school losing access to their system due to a failed computer
- Previously, camera systems were independent, stand-alone systems with access via dedicated computer that staff had to log into
- S.H.S., Oak, and Sherwood are on this new, web-based system and all cameras are easily accessible by school administrators at those buildings via their desktop computer [and potentially their cellphone]
- The Asst. Superintendent for Finance and Coordinator of Transportation & Safety also have the software on their computers

Recent Developments



Recent Developments

Mapping feature provides quick overview of camera locations and coverage areas.



Recent Developments

Oak Middle School cameras- all on one screen for quick overview.



Rationale

- Expands video surveillance to all schools
 - Acts as deterrent to property damage or petty crimes
 - Serves as investigative tool
 - Provides school administrators, Central Office, and Police Dept. real-time access in event of emergency
- Standardizes equipment and software across all schools
- Modernizes existing equipment providing better quality images

Budget

School	Current # cameras	On Integrated Network [ExacqVision]	Proposed # cameras	Budget
SHS	15	Yes	35	\$ 122,500
Oak	6	Yes	16	\$ 56,000
Sherwood	25	Yes	No change	\$ -
Beal	0	No	Defer	\$ -
Coolidge	0	No	7	\$ 24,500
Floral	0	No	10	\$ 35,000
Paton	0	No	7	\$ 24,500
Spring	0	No	7	\$ 24,500
Parker	8-10*	No	3	\$ 10,500
			Total	\$ 297,500

Funding Mechanism Plans

- Plan A:
 - Intergovernmental agreement with SELCO to have them finance total initial investment with three-year School Department payback
 - Facility Rental revolving fund pays for secondary school equipment and Extended School Care revolving fund pays for elementary school equipment

Funding Mechanism Plans

- Plan B:
 - Multi-year, phased approach
 - Facility Rental revolving fund pays for secondary school equipment and Extended School Care revolving fund pays for elementary schools

Implementation Timeline

- Contingent upon funding
 - Plan A- assumptions/contingencies
 - School Committee approves the plan- September
 - SELCO approves financing plan- October
 - Complete detailed equipment specifications and camera locations, wiring requirements- December
 - Installation, testing, training- February 2017
 - Project closeout/completion- March 2017

Implementation Timeline

Plan B

- Contingent upon funding
 - School Committee approves the plan- September

Three-Year Phase In

	FY17	FY18	FY19
SHS	50%	50%	
Oak			100%
Coolidge		100%	
Floral	100%		
Paton			100%
Spring			100%
Parker	100%		

Percentages reflect amount of equipment installed in that fiscal year.

Recommendation

- *That the School Committee vote to approve the video surveillance expansion and modernization plan and allocate up to a total \$180,000 from the Facility Rental Fund and \$120,000 from the Extended School Care Program to be paid over the next three-years to fund the project*



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **VIII. Old Business**

MEETING DATE: **9/21/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

MEMBERS/STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **IX. New Business**

MEETING DATE: **9/21/16**

A. Superintendent's Interim Goals: Vote

SPECIFIC STATEMENT OR QUESTION:

Will the School Committee vote to approve the Superintendent's interim goals?

BACKGROUND INFORMATION:

1. Per mutual agreement, the evaluation of the Superintendent of Schools will shift from the spring to near the end of the calendar year. In order to make this shift, the evaluation to be done in December 2016 will take into account the time period from June 2016 through December 2016.
2. As part of this process, Dr. Sawyer will present short-term goals that will go through December.
3. The goals will be provided under separate cover.

ACTION RECOMMENDED:

That the School Committee vote to approve the Superintendent's interim goals.

STAFF AVAILABLE FOR PRESENTATION:

Dr. Joseph M. Sawyer, Superintendent of Schools



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **X.** **Approval of Minutes**

MEETING DATE: **9/21/16**

SPECIFIC STATEMENT OR QUESTION:

Will the Committee approve the minutes of the School Committee meeting on September 14, 2016?

BACKGROUND INFORMATION:

The minutes are enclosed.

ACTION RECOMMENDED:

That the Committee approve the minutes of the School Committee meeting on September 14, 2016.

STAFF AVAILABLE FOR PRESENTATION:

Ms. Sandra Fryc, Chairperson

Mr. Jon Wensky, Secretary

**SHREWSBURY PUBLIC SCHOOLS
100 MAPLE AVENUE
SHREWSBURY, MASSACHUSETTS**

Wednesday, September 14, 2016

Present: Ms. Sandy Fryc, Chairperson; Dr. Dale Magee, Vice Chairperson; Mr. Jon Wensky, Secretary; Ms. Erin Canzano; Mr. John Samia; Mr. Patrick Collins, Assistant Superintendent for Finance & Operations; Ms. Barb Malone, Director of Human Resources; and Dr. Joseph Sawyer, Superintendent of Schools. Ms. Mary Beth Banios, Assistant Superintendent for Curriculum & Instruction, was absent.

The meeting was convened by Ms. Fryc at 7:02 pm.

Special Opening

The Shrewsbury High School (SHS) A Cappella Choir, under the direction of Music Teacher Michael Lapomardo, performed “The Star Spangled Banner” and “Tears in Heaven.”

I. Public Participation

None.

II. Chairperson’s Report & Members’ Reports

None.

III. Superintendent’s Report

Dr. Sawyer congratulated the Shrewsbury Public Library on opening their new building. He thanked the Shrewsbury Building Department for the cleaning and maintenance performed at schools during the summer. Dr. Sawyer acknowledged the efforts of AA Transportation and staff at Shrewsbury Public Schools (SPS) for getting the schools off to a smooth start, and thanked members of the SHS Speech and Debate Team for their presentation on Opening Day for Staff at SPS. Dr. Sawyer commended Ms. Tara Gauthier, SHS Teacher, and Ms. Elizabeth McCollum, Executive Assistant to the Superintendent, for their work over the summer on the Shrewsbury School Journal. Finally, Dr. Sawyer noted the nine educators and support staff who were recognized with Superintendent’s Awards on Opening Day. They are:

Superintendent’s Awards

Donna Manzoli

Eric Bauer

Kelli McSweeney

Daniel Shaughnessy

Marilyn Stewart

Charlene Campbell

Jeremy Mularella

Thomas M. Kennedy Award

Heather Gablaski

Jayne M. Wilkin Award

Lisa McCubrey

IV. Time Scheduled Appointments:

A. Summer Programming: Report

Ms. Karen Isaacson, Director of Extended Extended Learning, gave a report on 2016 Summer Programs at SPS. She noted that 1,800 students participated in ten different programs. Ms. Isaacson's report recognized Program Coordinators, discussed how the program provides value to the community, provided participation statistics and photos, and addressed some challenges faced by the programs, particularly the size of the programming at Floral Street School, which resulted in traffic issues among other logistical challenges.

Committee members noted that kids appreciated the "passion focus" the programs provide, enjoy the project-based opportunities offered, have an opportunity try something they are interested in without having to worry about grades, and are able to experience learning opportunities year-round. Ms. Fryc noted that financial assistance is offered to make these programs accessible to all students.

Dr. Sawyer thanked Ms. Isaacson for coordinating this successful program. He added that SPS might look at multiple sites - versus utilizing one at present - for future programs, and advised that recent HVAC programs at SPS might lend themselves to providing additional space for summer programs.

B. Summer Facilities: Update

Mr. Patrick Collins provided photos and an update on projects over the summer at six different locations at SPS, and acknowledged the assistance provided by Municipal colleagues Mr. Bob Cox, Superintendent of Public Buildings, and Ms. Angela Snell, Director of Parks, Recreation, and Cemeteries. Mr. Collins also thanked Building Department and SPS staff for their efforts around the projects. Answering a question from Ms. Canzano, Mr. Collins noted that the Spring Street School paving project had been deferred for consideration until Fiscal Year 2018.

Dr. Sawyer recognized the work of Mr. Collins and Ms. Barb Malone, Director of Human Resources, around CORI checks for workers, and acknowledged Principal Bryan Mabie and Principal Wendy Bell for coordinating alternative work plans during HVAC projects at their respective locations - Spring Street and Walter J. Paton elementary schools. He added that good maintenance is needed to extend the life of facilities, and it was noted that stewardship of public schools factors into the reimbursement rate determined by the MSBA for projects.

C. Beal Building Project: Update

Mr. Collins presented an update that included information on Massachusetts School Building Authority (MSBA) Module 1: Eligibility Period, and on Module 2, Forming the Project Team, which showed progress on milestones to be on target for the project. He advised that the Building Committee will likely recommend that \$1 million-\$1.3 million be allocated for the feasibility study based on comparable data from the MSBA, and added that feasibility study expenses are reimbursed by the MSBA at 50.16%.

In response to questions from the Committee, Mr. Collins advised that the location of the school is on the table as part of the feasibility study. Dr. Sawyer added that the building is coming to the end of its useful life, the lot is small, and that the space is currently used for purposes not originally envisioned. He added that the issue is two-pronged: the building is one issue; overcrowding at the early childhood and elementary level in the district is another issue. It was also noted at this time that the MSBA selected Sherwood Middle School in Shrewsbury as a “Model School” that other communities could use as a template for projects that they are undertaking.

D. Personnel Hiring: Update

Ms. Barb Malone, Director of Human Resources, presented an update describing the personnel changes for the district in 2016-17 in professional, paraprofessional, and administrative positions. Ms. Malone advised that there were a high number of applicants due to elementary needs, and noted that only 1.46% of applicants for professional positions were hired. She reported that all new hires were for existing positions, and that some vacated positions were not filled as part of the budget plan for this fiscal year.

In response to clarifying questions from the Committee, Ms. Malone advised that Foreign Language teaching positions, and STEM teaching positions at the high school level were the hardest vacancies to fill. Dr. Sawyer thanked Ms. Malone and the leadership team for their work in recruiting highly qualified new employees, and for creating a work culture that so many applicants want to be a part of.

V. Curriculum

VI. Policy

A. Bullying Statistics: Annual Report

Dr. Sawyer provided his annual report to the Committee on the frequency of bullying behaviors during the 2015-16 school year, and updated the Committee on steps being taken in the schools to minimize these behaviors while promoting continuous improvement of learning environments. Dr. Sawyer advised that the statistics year to year were overall almost exactly the same, and thanked the Committee for previously adding part-time Adjustment Counselors at the middle school level.

There were no questions from the Committee in response to the report.

VII. Finance & Operations

A. Fiscal Year 2017 State Budget: Update

Mr. Collins presented an update on the FY 2017 State Budget that included a Town-Wide Comparison of Projected v. Actual State Aid. Mr. Collins noted that the actual Net State Aid figure was \$17,414 more than budgeted, that Chapter 70 Education Aid was increased by \$55 per student in "Minimum Aid," and commended Town Manager Daniel Morgado for his accuracy in predicting the outcome of the state budget process.

Mr. Collins went on to provide information on how the final state budget would impact the School Department budget, noted that two grants - Full-Day Kindergarten at \$62,380 and MCAS Remediation at \$6,700 - were eliminated. The district is looking at ways to mitigate the loss of this funding, and he advised that, given the scope of the issue relative to the entire budget, he did not recommend that any action be taken at this early point in the fiscal year.

Dr. Sawyer thanked Mr. Collins and Mr. Morgado for their acumen in estimating State Funding amounts, and added that the district might be able to use Full-Day Kindergarten (FDK) Tuition funding to offset some portion of the loss of the FDK grant.

B. Fiscal Year 2018 Budget Calendar: Update

Mr. Collins provided an initial FY 2018 Budget Calendar that showed a number of Events/Actions with a tentative corresponding date.

Committee members asked clarifying questions and Ms. Fryc noted that she appreciated the earlier date proposed for a vote on tuition and fee adjustments.

C. Student Activity Account Audit: Report

Mr. Collins presented two required reports from an independent auditor that provided information on the Shrewsbury High School Student Activity Fund and the Shrewsbury Middle and Elementary Schools Student Activity Fund. Mr. Collins advised that Student Activity Funds are comprised of monies collected from students for things like field trips; he added that only student money goes into the funds, and that Shrewsbury Public Schools is simply the fiscal agent. Mr. Collins report advised that he will be making recommendations and taking actions in response to the report findings, including specifying checking account maximum thresholds for each of the funds in the future.

Ms. Fryc note that the Student Activity Management Policy had last been updated by the School Committee in 2001, and that Ms. Canzano and Mr. Wensky, as Subcommittee members on Policy, might look at revisiting this in the near future. Mr. Collins offered to work with the subcommittee on this issue.

VIII. Old Business

IX. New Business

A. Appointment of Superintendent as Representative to Assabet Valley Collaborative Board of Directors: Vote

Dr. Sawyer advised that member school committees must appoint a representative from their district to the Assabet Valley Collaborative (AVC), and that the collaborative's bylaws designate that the superintendent will represent member districts. Dr. Sawyer was the Chair of the AVC Board last year, and will return as the Chair for the 2016-17 school year.

On a motion by Mr. Samia, seconded by Ms. Canzano, the Committee voted unanimously to appoint Dr. Sawyer to the Assabet Valley Collaborative Board of Directors.

X. Approval of Minutes

On motion by Mr. Samia, seconded by Ms. Canzano, the Committee voted unanimously to approve the workshop minutes from August 24, 2016.

XI. Executive Session

XII. Adjournment

On a motion by Ms. Canzano, seconded by Mr. Wensky, the committee unanimously agreed to adjourn the meeting at 8:53 pm. Roll call votes were as follows: Mr. Samia, yes; Ms. Canzano, yes; Mr. Wensky, yes; Dr. Magee, yes; Ms. Fryc, yes.

Respectfully submitted,

Elizabeth McCollum, Clerk

Documents referenced:

1. Student Activity Fund Audit Memo
2. SHS Student Activity Fund Report
3. Shrewsbury Middle and Elementary Schools student Activity Fund Report
4. 2016 Personnel Report
5. Beal School Project Presentation
6. Fiscal Year 2017 State Budget Update Memo
7. Analysis of State Aid FY 2017- Figure Four Report
8. FY17 Update on State Aid Programs for Elementary and Secondary Education
9. Summer 2016 Projects Report
10. Summer 2016 Projects Presentation
11. Fiscal Year 2018 Initial Budget Calendar
12. 2016 Summer Programs Report
13. 2016 Summer Programs Presentation
14. 2016-17 Personnel Hiring Summary Presentation
15. Bullying Annual Report Memo



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XI. Executive Session**

MEETING DATE: **9/21/16**

SPECIFIC STATEMENT OR QUESTION:

BACKGROUND INFORMATION:

ACTION RECOMMENDED:

STAFF AVAILABLE FOR PRESENTATION:



**SHREWSBURY PUBLIC SCHOOLS
SCHOOL COMMITTEE MEETING**

ITEM NO: **XII. Adjournment**

MEETING DATE: **9/21/16**